

Trinity School Profile

Published September 2011

Trinity School



The Heathway
Dagenham, Essex, RM10 7SJ
Telephone: 020 8270 1601
<http://www.trinityschool.bardaglea.org.uk>

Children's Service Authority: BARKING and DAGENHAM

Age range: 3-19

Number of pupils: 260

Head teacher: Mr Peter McPartland

Chair of governors: Mrs. Glenda Spencer

The school remains committed to the delivery of an exceptional provision for children and young people. Trinity believes that even though Ofsted judged the school to be outstanding in 2009 it must continue to improve. Our pupils and their families have a right to the best we can achieve and we are never complacent.

What have been our successes this year?

The school's success this year is shown in its commitment to drive forward the priorities of the school improvement plan, for example:

- the continued development of PIVATS in order to improve assessment for and of learning;
- the allocation of Pupil Progress Meetings every term for every teacher;
- the implementation of a cycle of moderation training;
- the completion of a two year assessment cycle, using PIVATS, and the entry of pupil data into a national data set;
- the introduction of CASPA to ensure accurate judgements of pupil progress within the context of a national data set;
- the implementation of subject manager meetings and professional conversations with the Head teacher in preparation for subject inspections;

- the development of curriculum planning in order to improve differentiated teaching activities, linked to pedagogy and personal learning objectives;
- the development of accreditation in Key Stage 4 and 5 in order to award pupils credits as part of the Foundation Learning initiative and the development of the 14-19 curriculum to support this;
- training, mentoring and coaching of staff at all levels in order to improve assessment, moderation and personalized target setting;
- the provision of systems, curricula and pedagogies that are sensitive to the needs of pupils and provide appropriate and timely interventions e.g. the development of an all age Living and Learning Centre that will support pupils who require the additional support of a 48 week a year placement and whose families may be in crisis and at risk of breakdown;
- the continuation and development of 1:1 tuition, study clubs and catch up programmes;
- the writing of a training programme for PMLD pupils and their teachers, with the first delivery to take place in autumn 2011;
- the implementation of a pilot programme of review and monitoring of performance management targets linked to good classroom practice in June and July 2011;
- the recruitment and development of a cohort of GTP candidates, the first to begin training in January 2012;
- the completion of the pilot Leadership Succession Plan and the start of the second part of recruitment to training and leadership opportunities at TLR1 level;
- the completion of an induction year for teachers recruited in April 2010, supported by training, mentoring, performance management, consultancy support and feedback;
- the completion of training for 30 classroom assistants in the National Open College Network accredited course, Supporting People with a Learning Disability, Level 2;
- the delivery of two 5 day training courses in the use of structured teaching;
- the delivery of outreach training in the use of PIVATS assessment and Early Years Profiling and delivering training to students on an initial teacher training course in strategies for working with ASD pupils;
- the implementation of phase audits of communication in all three phases of the school;
- the development of a system of identifying and sharing the individual communication systems of all pupils in the school;
- the development of pupil advocacy in annual review meetings;
- the development of training for teaching and using communication systems;
- the continued development of modelling outstanding practice in order to raise teacher performance;

- the introduction of a revised Annual Report to Parents, using personal learning targets linked to Annual Reviews and showing PIVATS assessment data;
- the upgrading of upper school PMLD hygiene areas and changing facilities;
- the completion of the next phase of decorating/updating of classrooms;
- the completion of the upgrade of classrooms with new flooring and storage units;
- the secured continuation of the school's extended provision, including after school and holiday clubs

What are we trying to improve?

- The role of the subject manager in the development of her subject area and the improvement of her knowledge about how and why it is delivered in specific ways.
- The differentiation and range of teaching activities in medium term planning.
- The extension of the Home Intervention initiative in order to support families across a range of needs and pedagogies.
- Assessment: continued training and mentoring of staff in the provision of and tracking of pupil progress and the use of PIVATS throughout the school.
- Personalized target setting: continued training and mentoring of staff in writing targets and the understanding of how to use them as part of the assessment of pupil progress.
- The analysis of assessment data by all staff in order for them to make accurate judgements and to recognise the next step pupils should be moving towards in order to meet targets.
- Teaching activities, so that they reflect the diversity of the local population in the school in a more effective way.
- Staff training facilities.
- Light and sound facilities in the both the sports' hall and the dining room.
- The Early Years and PMLD playground.

How much progress do pupils make?

- Individual progress is shown in end of year reports, annual reviews and transition plans and in individual curriculum targets across the curriculum.
- We assess pupils every May against National Curriculum Levels and P Scales. We work together with PIVATS to develop trends and profiles for our assessment data and use targets generated through this process in order to inform teaching, planning and personalised learning. We also use this information as a bench mark to determine progress and to set meaningful school targets.

- Accreditation continues to increase and develop. All pupils leave year 11 and 14 with nationally recognised accreditation.
- From September 2011 all pupils will be accredited via the Foundation Learning route that includes three elements; personal and social development, subject and or vocational knowledge and functional skills in English, Maths and ICT. Pupils continue to complete units of work in the AQA Unit Award Scheme.
- Two pupils have gained the ASDAN Award as part of a mainstream school link.
- One pupil is pursuing GCSE Foundation Maths and the ASDAN Award accreditation as part of a mainstream school link.

How have our results changed over time?

- Ofsted (2009) noted that on entry to school pupils' attainment was extremely low due to their complex needs but that "The school provides a rich source of evidence to show outstanding outcomes for all learners". Overall achievements have been maintained and indeed improved upon since the last Ofsted inspection.
- Currently most learners achieve better than expected progress across the school in most curriculum areas.
- Analysis of progress from Key Stage 1 to Key Stage 2: progress measured as an average points score demonstrates an increase of 1.2 National Curriculum Levels between Key Stage 1 and Key Stage 2
- For the year 2010-2011 92% of personal learning targets were achieved or were 1 point or less away from being achieved; 71% of targets were achieved completely and 42% of targets were exceeded.
- Analysis of progress from Key Stage 2 to Key Stage 3: progress measured as an average points score demonstrates an increase of 3.54 National Curriculum Levels between Key Stage 2 and Key Stage 3
- For the year 2010-2011 91% of personal learning targets were achieved or were 1 point or less away from being achieved; 57% of targets were achieved completely and 12% of targets were exceeded.

How are we making sure that every child gets teaching to meet its individual needs?

- Established and embedded pedagogies that support the needs of individual pupils.
- Staff who are provided with high quality training and continuing professional development in all pedagogies.
- The expansion of the Living and Learning Centre in order to provide appropriate and high quality provision for pupils requiring additional support for 48 weeks per year.

- Differentiated curriculum, planning and learning environments that support the individual needs of the child.
- Organized and devolved leadership, working through three school phases.
- Three phases that provide a specifically different and relevant curriculum and approach to learning in order to meet individual pupil needs in ways that are age appropriate.
- A cycle of pupil progress meetings.
- A SALT team that provides support in working with individual pupils in meeting communication, structured teaching and specialist feeding needs.
- Implementation of mainstream integration or re-integration for identified pupils.
- Monitoring of teaching and learning through phase audits
- Ofsted stated, “ Inspectors saw compelling evidence that the school’s individual approach to meeting pupils’ learning needs is very effective”

What have pupils told us about the school, and what have we done as a result?

The school works extremely closely with its pupils and the ‘community’ ethos is extremely strong. Children and young people are encouraged to share thoughts, problems and suggestions with staff.

We regularly seek the opinion and involvement of our pupils. We do this in the following ways:

- an annual questionnaire that feeds into our School Improvement Plan
- Student Council meetings;
- the involvement of pupils in Annual Reviews and Transition Planning;
- for those pupils for whom it is appropriate there is the opportunity to be actively involved in setting and monitoring their own targets;
- the school prefect system.

As a result, we have:

- secured continuation of the school’s extended provision, including after school and holiday clubs;
- upgraded the upper school PMLD hygiene areas and changing facilities;
- increased opportunities for music activities as part of the school curriculum via the following: lessons in which pupils learn to play brass instruments and the development of a school choir;
- started a programme of increasing shade areas in playgrounds;
- started a programme of developing outdoor play space;
- continued to invest in a better range of playground resources and fixed equipment for all children.

How do we make sure our pupils are healthy, safe and well supported?

- A rigorous system of Safeguarding with clearly defined policy, procedures and training

- Health and Safety as a high priority with clearly defined policy, procedures and training
- Increased pupil participation in Annual Review and Transition meeting through the development of teaching strategies that support pupil advocacy.
- Monitored risk assessments
- A celebration of achievements at our annual Prize Giving evening and in a school reward system
- A strong emphasis on Personal, Social, Moral, Health Education and Citizenship
- On site school nurses
- Regular visits from physiotherapists who provide planned programmes designed to meet the individual needs of our pupils
- A highly structured and well organized learning environment
- A range of sporting, leisure and exercise activities
- A healthy school tuck shop
- Exceptionally strong relationships between pupils and staff
- Exceptional behaviour of pupils who have learnt to take turns and make appropriate choices
- Prudent and effective use of resources, including very effective support by adults
- Teaching and accreditation in travel competency
- Ofsted stated, "Pupils are very well cared for and every effort is made to ensure all their medical, physical and emotional needs are met to a very high standard."

What activities are available to pupils?

- All pupils have access to a modified and adapted Foundation Stage Curriculum, National Curriculum and Post 16 Curriculum.
- In addition we offer a variety of extended day activities, including after school, Saturday and holiday clubs.
- Study clubs and 1:1 tuition in order to provide focused intervention and 'catch up' opportunities
- College link courses in year 11 and year 13.
- Outdoor education.
- Residential visits to Trewern, Wales and Essex.
- A range of creative partnerships with other agencies including Oily Cart, theatre groups, poets, musicians and artists in residence.
- A cycle of 'theme days' with activities in music, dance and drama, led by specialists.
- Work experience, both on and off site.
- Ofsted stated, "Pupils enjoy learning because of the inspiring curriculum which allows them to become excited about learning".

How are we working with parents and the community?

The school has a close partnership with parents and the community. This is shown in:

- annual consultation with parents;
- well attended Open Evenings, Review Meetings, Careers Interviews;
- a Home Intervention Programme, described by Ofsted as 'inspiring';
- training for parents in the use of structure when working with pupils with autism, Makaton signing and engaging with the local community;
- an extremely supportive parents' group, working alongside school staff to provide holiday clubs;
- regular communication with parents through home/school diaries, newsletters and the school website;
- links with mainstream schools in order to provide inclusion opportunities for pupils;
- the appointment of a Parent Support Advisor;
- the use of the local community to support the curriculum, for example in leisure, home management skills and work related learning;
- pupil participation in the Schools' Forum and The Seen and Heard Conference
- Ofsted stated, "Engagement with parents and carers is outstanding."

What do our pupils do after leaving this school?

- From the age of 13 we work with parents and other agencies such as Prospects, the Children with Disabilities team and adult services to ensure as smooth a transition as possible into adulthood and post school placements.
- At the end of Key Stage 4 most of our pupils transfer into Trinity's Further Education Centre, and stay there until they are 19. Other pupils may move to local colleges or in some cases a residential placement.
- In the FEC the pupils learn important life and social skills, building upon their ability to become as independent as possible.
- At 19 they may move on to college or appropriate and supported work based learning.
- All our pupils leave school with nationally recognised accreditation and this is true whether they leave at 16 or 19.
- Parents are supported throughout the transition process.

Ofsted's view of our school

- Our inspection in October 2009 judged the school to be outstanding. It said:
- "Trinity is an inspiring school where highly committed staff make sure that everyone learns as well as they possibly can. Very strong relationships between pupils and adults underpin the very positive school ethos."

- Pupils make good progress across the school.
- The school has created a vibrant and very exciting learning environment in which all pupils thrive
- The work of the school leadership is outstanding. Roles and responsibilities are clearly defined and leaders work together in a very supportive and constructive way.
- The school provides a rich source of evidence to show outstanding outcomes for all learners.
- The school has very well thought out systems and structures to ensure pupils are safe and receive the best support.
- Prudent management of the school's finances offers very good value for money”

What have we done in response to Ofsted?

Ofsted stated that for a small number of staff the school should further consolidate the newly established assessment strategies. Areas for development have already been addressed in the intervening months since the last inspection and have become part of the focus of the School Improvement Plan. For example:

- lesson planning that reflects learning intentions and strategies for all pupils in the class is now evident. This supports teachers in their personalized programmes as they make decisions about what each pupil needs to be learning in order to make progress;
- the introduction of CASPA in order to analyse data gives each teacher the opportunity to track progress and make informed decisions about what to teach and when;
- individual support and advice is given to staff through coaching and mentoring in individual sessions and through pupil progress meetings and joint planning;
- a cycle of supported training and professional development is provided by the SALT team who are working with identified teachers and instructors in order to continue to raise standards of teaching and learning;
- the school's training plan includes designated time for teachers and instructors to work with managers upon moderating the assessment of pupil work and progress;
- the monitoring of the effectiveness of teachers and instructors to use pupil assessment in their planning is carried out during phase audits when lesson plans are reviewed and feedback given.

More information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 020 8270 1601 or
www.trinityschooldagenham.org.uk/